

DOCUMENT RESUME

ED 406 329

SP 037 167

AUTHOR Valk, Ton van der; And Others
TITLE Commuting between Practice and Theory in an Immersion Teacher Education Program.
INSTITUTION Utrecht Univ. (Netherlands). IVLOS Inst. of Education.
PUB DATE 96
NOTE 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
AVAILABLE FROM IVLOS, Institute of Education, Utrecht University, P.O. Box 00127, 3500 TC Utrecht, Netherlands.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Alternative Teacher Certification; *Beginning Teacher Induction; *Beginning Teachers; Case Studies; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Mentors; Secondary Education; Teacher Attitudes; *Teacher Education Programs; *Teacher Interns; *Theory Practice Relationship
IDENTIFIERS Netherlands; *State University of Utrecht (Netherlands)

ABSTRACT

The Institute of Education (Utrecht University, Netherlands) has developed a one-year immersion teacher education program for beginning teachers. The program consists of two days per week on campus with the other days spent as classroom teachers; it includes intensive supervision by a cooperating teacher and a university faculty member. In this "commuting" teacher education arrangement, the novice teachers are stimulated to make "intentions" on campus which they try out the next day in their classrooms. Both beginning teacher and cooperating teacher reflect on the teaching experience. On campus, the beginning teachers share their experiences, add theory, and engage in such techniques as micro-teaching. The Model of Interpersonal Teacher Behavior (INTEB) is used as an aid in structuring the experiences. Two case studies are presented to illustrate issues that arise for student teachers as they move into their first teaching experiences. These studies focused particularly on two issues underlying the INTEB model: the notion of circularity in communication between teacher and student; and the notion that the influence and proximity dimensions of the INTEB model are independent. A finding was that all successive elements of the commuting arrangement contributed to the cases' development, in particular the commuting between practice and theory. (Contains 11 references.) (JLS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Commuting between practice and theory in an immersion teacher education program

*Ton van der Valk, Thom Somers,
Theo Wubbels and Fred Korthagen*

Paper to the 1996 AERA conference in New York

SP037167

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

T. van der Valk

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Universiteit Utrecht



IULOS

Interactief Instituut voor Lerarenopleiding,
Onderwijsontwikkeling en Studietoelichting

BEST COPY AVAILABLE

IVLOS Institute of Education, Utrecht University
PO Box 80 127
3508 TC Utrecht, The Netherlands
e-mail: A.E.vanderValk@fys.ruu.nl
T.Wubbels@ivlos.ruu.nl

1 The immersion program and the commuting model

Recently, IVLOS Institute of Education has gained experience with a one year immersion teacher education program. The program consists of two days a week on campus for a cohort group of inservice teachers (ITs) who teach various subjects. The other days they are in schools as fully responsible and paid teachers. An important feature of this program is intensive supervision by a cooperating teacher at school, as well as by a university tutor.

One of the core subjects of the IVLOS teacher education program is the students' interpersonal teacher behavior. In the traditional one year preservice secondary teacher education for post-graduate students in the Netherlands (Wubbels, 1992), first the Model of Interpersonal Teacher Behavior (INTEB-model) (Wubbels and Levy, 1993) is taught and practised in micro-teaching situations. Then the students go to school, teach some lessons and reflect on it, using among others the INTEB-model.

In the immersion program, the traditional sequence of theory and application is of no use, because of the overwhelming experiences the ITs gain in their classrooms. Instead, students alternate between school experiences and campus activities, between practice and theory. The program does not only aim for building on, but also for influencing ITs' concerns and experiences. For this aim, the *commuting teacher education arrangement* has been developed. In this arrangement, at campus the ITs are stimulated to make intentions. The next day, the intentions are tried out in the lessons at school and reflected by the cooperating teacher's supervising and IT's logbook writing. Returning to campus, ITs report on their experiences to their fellow ITs. The tutor's interventions aim for structuring the experiences, e.g. by using the Model for Interpersonal Teacher Behavior, the INTEB-model (Wubbels and Levy, 1993). Relevant theory is added and practised, e.g. by micro-teaching. That results in making new intentions, that in turn are tried out, reflected, etc. In addition, some assignments to be done at school are given, resulting in new experiences and learning needs. So, by commuting between school and institute, between practice and theory, ITs develop in a way that can be planned in some respects.

In this paper, we describe a case study research to the effect of the commuting arrangement to ITs learning. The development of interpersonal teacher behavior of two ITs, Lia and Onno, was studied. They both followed the 1994/95 IVLOS immersion teacher education program and got their teaching licence at the end of it.

In section 2, we give some information on the INTEB-model. In section 3 the research question and methods are described. Section 4 is focused on the use of the INTEB-model in the Program. In section 5 and 6, the development of Lia's and Onno's interpersonal teacher behavior is described, using their written reports. In section 7, conclusions and implications for immersion teacher education are discussed.

2 The Model for Interpersonal Teacher Behavior

In this section the Model for Interpersonal Teacher Behavior (INTEB-model) is described in short. For more details we recommend Wubbels & Levy (1993).

The INTEB-model was developed by Hooymayers, Wubbels, Créton & Holvast (1982). The interpersonal perspective of the model refers to the way the students and the teacher perceive the relationship with the teacher. This has mainly to do with the actions the teacher uses to create and maintain a working climate in the classroom. To study teacher behavior from an interpersonal perspective, Watzlawick's systems approach to communication and Leary's model of interpersonal behavior has been used. An important assumption of the systems approach to communication is that all aspects of a system are intertwined (concept of circularity). A class is seen as a communicative system in which on the one hand the teacher's behavior influences the interaction patterns of the class (i.e. the way in which teacher and pupils respond to each other both verbally and

non-verbally), but on the other hand is in turn itself influenced by it. Another important assumption is that every form of behavior involves the communication of both a content and a relational message (also referred to as the report and the command aspect of behavior).

The INTEB-model is used to study the *perception* of the communication of the relationship message(s) of teachers interacting with students in classrooms, the INTEB-model is used. The INTEB-model can provide teacher educators and teachers with a language for describing interpersonal relationships.

The Model for Interpersonal Teacher Behavior is an adaptation for Leary's model for interpersonal relationships. It allows for a graphic representation of the classroom communication with the help of two dimensions: *influence* and *proximity*. These have been proven to be independent. The proximity dimension (Cooperation-Opposition) designates the degree of cooperation or closeness between those who are communicating. The influence dimension (Dominance-Submission) indicates who is directing or controlling the communication, and how often. The two dimensions can be represented by a two dimensional chart. That chart is refined by drawing two extra lines to get eight equal sections. These correspond with eight categories for interpersonal teacher behavior, thus providing a representation of the INTEB-model (see fig. 1).

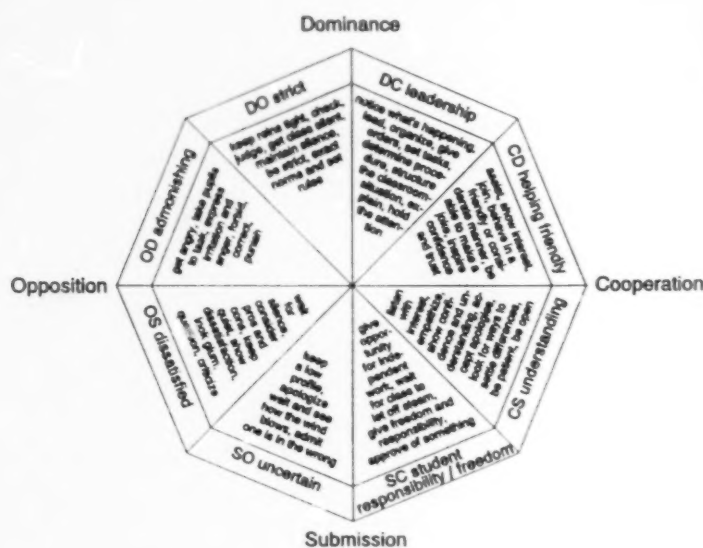


Figure 1: The INTEB-model. The horizontal axis represents the proximity dimension, the vertical axis the influence dimension of interpersonal teacher behavior.

The sections are labelled DC, CD etc. according to their position in the coordinate system. For example, the two sectors DC and CD are both characterized by Dominance and Cooperation. In the DC sector however, the dominance aspect prevails over the cooperation aspect. Thus, a teacher displaying DC behavior might be seen by students as enthusiastic, motivating and the like. The adjacent CD sector includes behaviors of a more cooperative and less dominant character, and the teacher might be seen as assisting, friendly or considerate.

Créton and Wubbels (1983) constructed the Questionnaire on Interpersonal Teacher Behavior (QTI) to measure how students perceive their teacher's behavior in the classroom. The results of a measurement usually is condensed in the graphic representation, showing the relative intensity of

all 8 categories of the INTEB-model of the particular teacher/students arrangement. The pattern that occurs for a teacher in a certain class after some months has appeared to be rather stable.

3 The research question and research methods

Beginning teachers, immersed in school life, are likely to have 'survival' as a main concern. They might perceive the classroom as threatening. That is likely to hamper or even block reflection and learning (Kagan, 1992; Korthagen, 1993), as they are mainly occupied with all day school activities.

For the IVLOS immersion program a variety of educational measures have been developed to prevent reflection blockades and to have ITs surpass survival behavior. The measures include selection of candidate ITs with respect to reflection abilities and starting competence. The main measure was using the commuting arrangement, described in section 1.

A first evaluation of the immersion program showed that the program was successful (Van der Valk, 1995). To investigate the commuting arrangement part, an orientating case study was done, focused on interpersonal teacher behavior, in particular two issues underlying the INTEB model. These issues were taught extensively in the program and were likely to be reflected in ITs' written materials.

Issue 1: the notion of circularity in communication: between teacher and student circular communication processes develop which not only consist of their behavior, but which determine their behavior as well.

To beginning teachers, in the classroom often negative spiral processes occur as anger and discontent result in negative student reactions, making the teacher more discontent and angry. To our experience, many of them initially are inclined to blame either themselves or their students for this. Insight in the circular character of these processes and in the possibility of effecting positive spirals may contribute to the solution of this kind of problems.

Issue 2: the notion that the influence and proximity dimensions of the INTEB-model are independent, in particular that dominant teacher behavior can be combined with either cooperative or opposite behavior.

A main problem of beginning teachers is that they feel they have to choose between being 'strict' or being 'friendly'. They do not know how to combine the two. To put it in an extreme way, to them strictness and friendliness are the two extremes of one dimensional teacher behavior. It might be that the need for 'survival' in an immersion situation promotes this one-dimensionality.

The research question was:

Does the commuting arrangement promote the inservice teachers' development with respect to the notion of circularity and the notion of independence of the influence and proximity dimensions of the INTEB-model?

The case study was done for two ITs, Lia and Onno, from the 1994/95 course. They were chosen because they both were 'normal' ITs, but had developed differently. Most of their written materials were available: logbooks, learning reports, evaluation comments and the like for reflection purposes and for report to the tutor. These material had been collected. Other written materials were available as well: videotapes of some lessons, comments from their cooperating teachers and reports, notes on the program from the university tutor. During the research the tutor was asked to his memories to the course. Passages in this paper in which these data were used, are marked by square brackets.

The data (in Dutch) were analyzed by two researchers, independently, from the perspective of interpersonal teacher behavior, in particular the INTEB-model. Their analyses were discussed in the author group, resulting in clarifications of interpretations and concepts used.

In this paper, some excerpts of the materials are included. However, unintendedly, by translation into English peculiarities may have disappeared and other interpretations may have become possible.

4 The 'interpersonal teacher behavior' parts of the Program

In most research reports, the program under study is hardly described in detail. As Zeichner (1981) noted: "we know very little of what actually goes on inside teacher education programs". In order to relate students' developments, we describe some interpersonal teacher behavior parts of our program rather extensively.

the introductory week

This was a campus week just before the start of school lessons. In it, many activities in the field of interpersonal teacher behavior were done. We describe one: reviewing micro-teaching. Every student tried out a part of the first lesson (s)he would teach in the classroom, with their fellow students playing the class-part. A main aim of this was learning how to review a lesson in such a way that the self-confidence of the teacher will be strengthened. For this, two main points were practised: (1) making concrete general impressions (e.g. from 'you had a clear performance' to 'your arm movements supported the explanation you gave') and (2) giving serious and positive feed-back. Its aim was to promote the notion that being concrete and positive promotes a positive circular process in the classroom. The micro-teaching resulted in intentions to be tried out in the first lessons at school.

At the end of the week, the ITs were asked to write their own 'portrait' as a teacher. This 'self-portrait' can be seen as the starting point of their development.

the first school period: survival

In this period (from the start of the lessons, the end of August, to the fall vacation week) the inservice teachers got acquainted with their schools, school directors, colleagues, in particular their cooperating teacher, and, most important, with their students in the lessons. Because of the intensity of immersion in school life, this was a hard time for them. They had to survive the classroom. They needed badly the two campus days a week, for reflection, for new teaching ideas and above all, for mutual support.

After their lessons, all students spent much time to discussions with their cooperating teacher, reviewing recent experiences, preparation of next day lessons, designs for tests etc. A main part of these discussions were about discipline.

On campus, most of the time was spent to reports and reflections of classroom experiences. In most of the events reported, interpersonal behavior was concerned: keeping order, knowing names, drawing attention to the IT's explanation, asking questions to the students, improving the working atmosphere. Fellow ITs commented on it from their own experiences. The tutor directed his comments on having the event described concretely: e.g. by asking: what happened exactly, using Korthagen's ALACT model for reflection (Korthagen, 1985; Korthagen and Wubbels, 1995). Sometimes, the event was played back in the group. From all that, teacher behavior alternatives were gathered, resulting in *intentions*, for the reporting IT as well as for the fellow ITs. After a month, a need for theoretical background was expected and so the INTEB-Model was presented and practised in micro-teaching.

In this way, the program followed the teachers' concerns and needs. But the concerns and needs were influenced by the Program as well. E.g., at the time they knew their classes a bit, they were asked to have a chat with some individuals, just to experience the differences between students being individuals and being group members.

At the end of this period, ITs wrote a strength/weakness analysis of themselves as a teacher. They had to compare this with the 'self-portrait as a teacher' written in the introductory week. This analysis was discussed in the cooperating teachers meeting, to evaluate the students' developments and to advise on their activities in next period.

the second school period: stabilization

During this period (from the end of October to the Christmas holidays) the reporting on classroom experiences was continued. In addition, the audiotape and videotape recordings from ITs' classes

were reviewed with respect to ITs' interpersonal teacher behavior. More assignments were done at school, such as one day following all lessons of one class.

In December, the ITs administered the Questionnaire on Teachers' Interpersonal Behavior (QTI, Wubbels e.a. 1993) to their students. In that way they got an idea of how their interpersonal behavior was perceived by their students. The campus tutor discussed the results with individuals. ITs' reflected on the results, writing their December strength/weakness analysis. Moreover, they wrote a learning report on the first and the second period. At a meeting the cooperating teachers and the course tutors assessed the students' progress. Students were admitted to the second half of the course if they had shown to be able to maintain themselves in the classroom and to reliably report what was happening there.

the third and fourth school period: broadening and deepening

From January to March, the campus meetings were used for dealing with theoretical subjects, among others those underlying the INTEB-model or adding to it, like development psychology. The intentions to be tried out got a bigger theoretical component.

In the fourth period the campus program did a practical research to aspects of their own teaching. By the end of the program, the QTI was administered again and discussed with the teachers. They wrote a strength/weakness analysis and a learning report. The cooperating teachers and the course tutors met again for the final assessment.

5 case 1: Lia's interpersonal teacher behavior developments

At the start of the program Lia, a female student of age 22, had recently graduated in mathematics. During her university study, she had already specialized in math education and she had taught tuition lessons in math and other subjects.

Because of good results in the orientation course, she was allowed to participate in the immersion program. She got an appointment as a math teacher at a school for 10 periods a week (three classes).

Lia's "self-portrait"

In her self-portrait, Lia described the 'relations' she wanted to have with the self, with the students, with colleagues and with math. This attaches very closely to our focus: interpersonal teacher behavior.

relation to myself

What I want in particular, when I am teaching, is: being myself. I have always disliked acting.... I want to have rules to protect myself, like: devising in advance an assignment procedure, discipline measures etc.

relation to the students

I find explicitness to the students very important. I would like to put it on the top of the list. A friendly bond with students I would appreciate, but I don't want to impose myself that task, particularly not at the start. I hope that students will feel safe in the classroom (among others by approaching them positively, as much as is possible and is good to them) and that they dare to ask questions (among others by -of course- valuing them). I will try to create a nice working atmosphere as well.

With respect to the issue **combining the influence and proximity dimensions**, the lines 1 to 8 suggest that to Lia 'explicitness' and 'a friendly bond' are hard to combine. However, she did not want to combine only at the beginning of teaching.

She intended concretely to 'devise rules and procedures in advance'. That is to be dominant in combination with opposite. In the lines 9 to 11 she explained cooperation, referring to students' behavior (feel safe, dare to ask) as well as to concrete teacher behavior, in particular the 'positive approach' that was taught in the introductory week.

All this suggests that Lia did have a notion that the influence and proximity dimensions can be combined, but also, unlike DO, she did not have a clear idea of how to do so for DC behavior. The quote also shows that Lia had some notion of **circularity**, the other issue. She described one-sided interaction (from teacher to students): a positive approach may result in students feeling safe and daring to ask questions.

An explicit example of the opposite, influence from students to her, is found in the following quote:

If the students, being at the school already for some years, say to know the rules of the school better than I will do, I will be inclined to think "Oh, that is how it is". As a consequence, I will feel more uncertain.

It shows her insight that the 'expert' behavior, a student may show to a beginning teacher, telling her (his/her interpretation of) the rules of the school, can result in uncertainty.

In her description of her starting situation in her December learning report, she said before the start of the Program to have had much fun in associating with youngsters: *namely the fact that they are reasonable, is very attractive to me*. That was why she was motivated to be a teacher. Students being 'reasonable' includes the notion that students accept a 'reasonable' teacher: a teacher who combines dominance with cooperation (Levy, Créton and Wubbels, 1993). So, her experience of students being 'reasonable' may well explain why she distinguished between the influence and proximity dimensions.

We conclude that at the start of the program Lia had a notion of circularity and of combining the influence and proximity dimensions. She intended to positively approach students. Nevertheless, she was inclined to behave more strict (DO) than with leadership (DC).

Lia's first school period

Lia carried out her intention to make concrete her teacher behavior when she was writing her logbook. Reflecting on her very first lesson, she already gave an example of her interaction with the classroom:

the class, quite turbulent, were doing their work quiet eventually. In fact it was a pity to break this quiet, but I wanted to review task one fully. One time I put forward their unrest by saying that they had to be careful not to loose the positions they had chosen themselves.

In fact, she described a circular process: 1. she broke the quiet for reviewing a task; 2. students became disquiet; 3. she had to warn them. It is clear that she realized that her teacher behavior itself was a main cause of the disquiet that raised again. However, she seemingly considered it to be inevitable.

[Lia reported on this event at the campus meeting. The course tutor stipulated the circular character of it. Examples of alternative teacher behavior were suggested by fellow teachers, discussed and practised in micro-teaching. She renewed her intention to be positive to students.]¹ In this, however, she did not always succeed very well. E.g. the next week, Lia had a lesson in which she did not feel fine, although students were well participating during a large part of it:

Yesterday, the group was rather noisy. Today I had aimed at suppressing that. In the beginning all ran rather well. They hold their tongue and were writing industriously. For me it was hard to sustain. I really felt I was an "old bore".

This shows that Lia began to realize that she was not able to combine D and C behavior: being dominant resulted to her in being opposite as well, although she disliked that. But when she tried to be cooperative, she was submissive as well. That could result in discipline problems:

Today (and yesterday as well) I noted that I am inclined to pursue a student's question too long, and in particular too personally. Then, the class's attention relaxes (because listening is just difficult) and I have to call them to order again. I want to work at dealing with those (personal) questions "in plenary".

¹ Events that were taken from the program tutor's memory are put [between square brackets].

So she experienced circularity: answering a question in a (what she may have perceived as friendly) way could result in the class being noisy, so in a need for being strict.

To her, this did not result in a dilemma to choose between strictness or friendliness, blaming the students for the problems. This kind of 'survival behavior' would show a mixing up the proximity and the influence dimensions. On the contrary, she accepted to be strict and she looked for a solution in changing her behavior in the DC direction as well. [In this, she was helped by preceding reports of fellow ITs, having experienced the same situation.]

Her inability to be both dominant and cooperative, made her uncertain, diminishing the effectiveness of her discipline measures.

With the following, we want to show that the commuting helped her further to develop DC behavior. For this, we follow the evolution of an event.

(1) To have the ITs get more acquainted with individuals, the university tutor gave the assignment to have a chat, informal or about math, with one or more students. To Lia, among others this contributed to using students' names, not only in the classroom, but also in her logbook.

(2) Her attention was directed to individuals by her cooperating teacher as well. E.g., in his comments on a lesson, he wrote to Lia:

the lady at the left back has a big mouth, is chatting constantly about other subjects. You heard it and mentioned it to her.

The reviewing of this situation resulted in an intention, that Lia effected the next lesson.

(3) She moved the 'lady', Laura, to another position in the classroom, one where she was far away from her friends. To Lia it remained hard to carry out her 'old' intention to be positive to students:

This lesson, Laura participated well. Sometimes she tried to say something (about subject matter!) without asking for permission. Explicitness is something she surely needs.

From this quote, it is clear that Lia opted for a strict approach.

[When Lia reported the Laura event at campus, ways to positively approach Laura's attempts to participate in the classroom (her answers 'without asking for permission') were suggested by fellow ITs, in order to effect a positive spiral.]

(4) Probably with this discussion in mind, she allowed when Laura asked for permission to take her old seat near her friends again:

I felt a bit weak when I decided to make a bargain with her and her friends: 'if I have to call your names twice, you 'll come and sit in the front bench'. She agreed, and all was going fine. I'll surely remind her this agreement!

The lessons in these classes are going very good, the students are concentrated. Me myself, I feel rather stressed, in the sense that as it were no kidding is possible. If students are participating well, I find that for a while something else may happen. But I would not know how to do. I think I am not yet so far.

We can interpret the first part of this quote as a (probably successful) attempt to combine C and D behavior, with 'making a bargain' reflecting the cooperative aspect and Lia's condition the 'dominance' aspect. But she is inclined to be opposite as well, see her intention to remind her the agreement. That ambiguity explains her feeling 'a bit weak', her uncertainty.

From the second half of the quote we infer that Lia could define her problem better than before.

She was aware that she was not able to combine being dominant (resulting in students working concentrated) with cooperation ('kidding'), what resulted in feeling stressed. So, her focus of attention became developing DC behavior.

In her logbook she described some cases in which she at the end of this period succeeded in combining D and C.

We conclude that the commuting arrangement promoted Lia in realizing that she was not yet able to combine dominant and cooperative behavior.

This conclusion is supported by Lia's evaluation comments on the first school period of the Program:

I value very much the freedom that has been given me. I mean that I do not have to have a particular way of teaching, but that I am allowed to develop one that fits me the best.

Subjects that have been very useful for me:

- exchanging teaching experiences
- preparation of the first lessons
- (reviewing) micro-teaching lessons (much recognition)
- chat with a student

In this, she pointed right to parts of the Program that constitute the commuting.

Lia's second school period

After the fall vacation week, Lia began to teach again with fresh courage, but soon the 'old' discipline problems popped up. She realized that her behavior often was not effective because she did not know what to do when a discipline problem occurred:

I find it difficult to take the right order measure at the right moment. I don't have in mind the steps I should make.

Lia started to look systematically for solutions, among others by writing her logbook. When she described her behavior when taking order measures, she discovered:

I am often inclined to go and storm in silence at the class as a whole instead of at individual students (this is what I find out now)

At campus, this had been prepared by talking about nonverbal conflicting with verbal behavior, giving students the impression of being uncertain. She realized that, for preventing a conflict between nonverbal and verbal behavior, she had to know exactly how she wanted the teaching situation to be and what she would do if not. Therefore, she elaborated *clear and consequent steps*, including the students who were the first to be considered for that approach. E.g.

1. Warning (*I do want you to start working*"); by chance stimulating with "what is the problem?" and to get them on their way)
2. stay after the lesson + having a chat (with consequences: next time not working again? then stay one hour after the lessons)
3. Another time not working: out of the lesson

Students that do not work enough in the lesson: Ester, John, Juri, (Petra)

Mainly, these steps are 'strict' measures, but it is important to note a leading (DC)/friendly helping (CD) one ('stimulating them').

She tried out the 'steps' she had devised. She got support from the school management, that approved the measures she took. That contributed to becoming more certain.

She evaluated her experiences in her logbook and reported to her fellow ITs. From her logbook notes it appears that she often succeeded in applying her 'steps', including the stimulating one. As a consequence, she got more certain. In terms of the INTEB-model, her SO behavior decreased and her DO and DC behavior increased.

Being DC was promoted by the program assignment to follow one class in its lessons all day. Lia did not only find out that many of her colleagues had the same kind of troubles as she had, but she also got examples of how to be DC:

From Mr. S. I learned that there is a time for kidding and a time for saying: "now it is enough!" Surely, then it is accepted.

She also experienced that after some hours she nearly was accepted as one of the students, as the students trusted her with the peculiarities of their teachers.

By the increased certainty, she got more room for being DC and CD. From her logbook it appears that, after having been 'strict', she tried to turn the spiral to the positive. See next excerpt, after having sent some students out of the classroom:

The class was very impressed. I felt stressed. The class at once was very silent and everybody was at work. I asked one girl who had many questions, to come and sit apart at a table, so that I could give her better explanations. So she did and I could help her in a very cooperative way.

To her, this event was that important that she quoted this part of her logbook in her December learning report, saying that from then on she felt more certain and that she thus created in this class a new starting point, *I still take the advantage from.*

The increase of DC/CD behavior was observed by her cooperating teacher. After having read her draft strength/weakness analysis, he added as a point of strength: *the interaction with students has*

improved very much: the play of question and answer; eye contact.

At the end of the period, she administered the QTI questionnaire in the 'best' and her 'worst' class. From the results in her 'best' class it was overt that she had developed behavior that was perceived by students mainly as DC and CD behavior. The diagram of her 'worst' class showed more SO (uncertain) behavior at the expense of DC behavior.

Now, he had learned so much useful interpersonal teacher behavior, that this was no longer a main concern. In her learning report she wrote: *now I am up to a bit deepening, in particular on the area of math pedagogy.* Talking about experiences she wanted to do more with her colleagues at school. This fitted the program, that had projected 'school activities outside the classroom' in the second half of the school year.

We conclude that in this period Lia was going to plan DO behavior and put these plans into practice. That resulted in becoming less uncertain (SO). She used her insight in circular processes to effect a positive spiral by showing 'leadership' (DC) behavior after having been 'strict'. This development can be represented in an INTEB-diagram (see fig. 3). It was promoted by the commuting arrangement, as it was in the first school period.

Lia's third and fourth school period

As Lia had developed so fast in the first half year of education, we are very short on these two periods. Lia was less engaged with discipline problems and more with math pedagogy and teacher tasks out of the classroom. In her logbook we find how that could be:

I have more than before the feeling that I succeed when I want to have silence. I walk along the row of benches, call some names and, if I have to call one again, I say "hey, Laura, that is already the second time I have to call your name" [she gave some more examples] I would call this 'keeping order systematically'. I hope to do this in senior class as well. It gives me certainty and right of speaking.

Here, we see that she systematically tried to take as small (and nevertheless explicit) order measures as possible and this reflection suggests that she, after having been opposite (DO) for a while, she went on at the cooperative (DC) side.

In this period she felt more and more relaxed in the classroom.

At the end of the period, the QTI was administered in the same two classes again. In her May learning report she reflects on the results, comparing them with the December results. She stated that nearly no changes had occurred:

The April results of the QTI are slightly different from the December ones. And, to my surprise, my image of the ideal did not change as well. Apparently, I give 'leading' a high rank. In the H4 class, the sector 'uncertain' has remained full. But in practice, it gives me less trouble.

This quote suggests that Lia did know that the QTI results are not determined by actual behavior, but by students' impression of the interactions. In those impressions, the patterns set are very stable.

We conclude that Lia developed her interpersonal teacher behavior further in the second half year. The discipline problems decreased and she could pay more attention to her other concerns.

It is striking, that Lia, being a gifted IT who used the notions of circularity and of independence of influence and proximity dimension, in practical terms hardly used theoretical terms, like 'dominant' or 'opposite'. This might reflect that Lia used the interpersonal theory on a practical level. This supports the idea that the theory-practice discussion should focus on portraying this practical level of understanding (Korthagen and Lagerwerf, 1995).

6 Case 2: Onno's interpersonal teacher behavior developments

Onno was a male student of age 27, graduated in mathematics engineering. He had worked in a research institute and he had some teaching experiences. In it, he had felt that teaching is a hard and demanding job for him to do, but he liked the atmosphere between school colleagues much more than between researchers. Therefore, he opted for becoming a teacher. But unlike Lia, he was not yet convinced that being a teacher was the right job for him.

At the start of the course, Onno had a job as a math teacher in a secondary school for 16 periods a week (4 classes). We had experienced before that such a load is too heavy for a teacher attending our Immersion Program. With the school director agreed on a compromise that Onno would be allowed to leave some lessons if overloading would appear.

Onno's "self-portrait"

From his teaching experiences, Onno knew that *atmosphere* and *norms* are important for a good *transmission of knowledge* in the classroom. So he wanted to become a *quiet and reasonable keeper of order*. This reflects that he had a notion of the independence of the influence and proximity dimensions.

He liked to be close to the students and to have 'sociable' lessons. Because his lessons sometimes were too sociable, Onno doubted about his ability as a group worker. He shrunk from keeping order because

it costs much energy and it impedes the progress of knowledge transmission. Just because of that, it is important to get able in keeping order. I hope to spend less time to it by doing more prevention (making explicit, maintaining rules consequently).

Here we see that Onno had experienced a dilemma in his former teaching: keeping order takes time, in particular when you are not a good keeper of order, but that time is also badly needed for 'knowledge transmission'. That might explain why he had been precarious in keeping order:

I did not always stick to my rules. Sometimes because they appeared to be unworkable, sometimes because I did not dare to maintain them. I still find it very hard to set up reasonable norms. Sometimes I stick to norms in a unreasonable strict way, and next drop it at second sight. Sometimes it can have cost me students' respect and confidence.

In writing this, Onno showed that he had some notion of two-sided interaction: not sticking to rules diminished confidence in him and that in turn had an effect on him.

This year he intended to be clear to the students (in rules and in math) and to be positive to them, a result of the introductory week. Being positive appealed to him very much.

We conclude that Onno had some notion of the independence of the influence and proximity dimensions and of circularity. In his former teaching he had had difficulties in combining cooperation with dominance or with opposition.

Onno's first school period

From the start of the lessons on, preparation of math was a main point of Onno's attention. Onno experienced that he had to prepare more thing, to get a clear idea of what he wanted to be done in the lesson:

It did not become clear what I exactly wanted, for the class even less than for me. It resulted in much unrest in the class. I did not succeed in getting them silent, so I could not give them explicitness.

It is clear that he realized that a negative circular process occurred because he did not know very well what he wanted. Although this event happened in a disquiet junior class, Onno noticed that too little preparation had consequences for a good working senior class as well. In his October strength/weakness analysis, Onno indicated that this notion had increased by the campus program:

micro-teaching: nice to play the student's role; to get rid of the responsibility for a while; relax, useful because you can focus better on the effect of your teaching behavior than in the classroom.

As he perceived his teacher role as being 'a transmitter of math knowledge' in the first place and he wanted to be close to the students, he hardly accepted his 'keeping order' role. When he tried to be strict, he found himself often unreasonable (admonishing, OD) so that he could not stick to it. He felt the dilemma between being admonishing and being understanding. That made him very uncertain. The Program helped him to realize that he sometimes ignored discipline problems. E.g. he found the *INTEB-model* useful: *a good tool to structure your thoughts on your behavior*. Furthermore Onno experienced that a negative spiral occurred when the math level was too high for the students. His chats with individuals, a program assignment, helped him to get a feeling for students' difficulties. He discovered that he dealt with math in the classroom in his own way, without attaching to the students.

As a result he made the intention to anticipate on students' difficulties in the preparation of his lessons. In that way, he tried to develop more dominant behavior by preparing the lessons better. Because of his failures in being DO, he shrunk from practising that behavior systematically. It was hard for Onno to carry out his intentions because of the old problem: lack of time, the heavy load of teaching. However, the commuting arrangement gave some relief:

the exchange of teaching experiences: recognition, many useful tips, nice to have this as a fixed point (of rest) at every campus meeting.

He felt that time spent to the Program was useful for preparing his lessons. In his October strength-weakness analysis, Onno wrote that he had learnt to prepare his lessons better. Moreover he had learnt:

that it is important to plan free-time for yourself and to protect yourself against too many sorrows and overloading.

We conclude that Onno in fact was inclined to show survival behavior, as he probably did in his former teaching. The commuting arrangement gave him the opportunity to realize that he could change this, but the change itself was hampered very much because, as Onno had discovered after the second period, he was overloaded in the first period.

After the first school period, his school management agreed to let him drop one class, because he had been overloaded.

Onno's other school periods

Because he had less lessons to teach in the second school period, he had more time for preparation. He tried to provide students more structure in his lessons. He discovered that his preparations should not be directed to teacher activities in the first place, but to student activities, so that it would be clear to them what they have to do. He practised this in a micro-teaching lesson and then in one of his classes. As he videotaped this lesson, he could show it to his fellow teachers. By this, his self-confidence grew much. He also tried to behave strictly and succeeded in some cases.

His cooperating teacher observed this:

He is practising dominant behavior now and he makes progress. His hold on the teaching/learning process is much stronger than at the start. It is not limited to surviving any more, but he takes the room to direct students' behavior.

We conclude that Onno succeeded in combining cooperation with dominance, mainly by developing at the cooperative side dominant behavior.

With ups and downs, this development proceeded in the third and the fourth school period. A down-period came to an end because of a campus meeting on the INTEB-model and on being positive.

In his last strength/weakness analysis, based on the QTI results, he remarked that he still made an uncertain impression to his students, but less than before, and was perceived more cooperative. He concluded:

This is likely to mean that the friendly helping approach has had some results.

We conclude that the commuting arrangement helped Onno to develop from survival behavior,

brought with him from former teaching experiences, to a more professional teacher behavior, showing a clear growth in CD/DC behavior.

7 Conclusions and implications for teacher education

We have found that the two inservice teachers of our case study, Lia and Onno, both experienced an extensive development with respect to their notions about interpersonal teacher behavior. In this study we have assumed that their actual behavior developed correspondingly.

We have found that at the start of the Program both cases already had notions on the two interpersonal issues selected in this study, i.e. circularity and independence of the influence and proximity dimensions of the INTEB-model. This is likely to correlate with the entry requirements to the Immersion Program (one of those being 'having a starting competency').

With respect to circularity, the cases could recognize interaction and the repetitive character of interaction in classroom communication. This did not mean that the cases already could use circularity for stopping negative spirals or promoting positive spirals in the classroom.

With respect to the notion of combining dominant behavior with either cooperative or opposite behavior, the cases showed to believe that setting norms and promoting a good atmosphere in the classroom can be combined. However, that did not mean that the cases could show corresponding behavior or could prevent showing uncertain behavior.

During the first school period the notions were further clarified and a need was felt to develop behavior corresponding the notions. During the second and following periods, that behavior was developed, important factors being the ability and willingness of making concrete plans and preparations with respect to their interpersonal teacher behavior.

We have found that all successive elements of the commuting arrangement of the IVLOS immersion program contributed to the cases' development: the making of intentions, the trying out, the review by the cooperating teachers, the logbook writing, the reports to the fellow IT's and the mutual support, the university tutor's influencing of concerns and intentions by structuring, adding suited theory on a suited moment (e.g. the INTEB-model) and giving assignments to be done at school. In particular the repetition of these elements, the commuting between school and institute, between practice and theory, promoted the cases' development.

The tutor had an overall idea in what direction the concerns and intentions could be influenced, namely understanding the INTEB-model and practically showing a broad range of behavior in particular from the DO, DC and CD sections of it. He had some intuitive ideas by what steps and what means the influencing could be done. This, however, needs further study to make steps explicit, justify them and investigate other possible steps.

We recommend to gain more experience with the commuting arrangement, as well in immersion as in preservice teacher education programs. Special attention should be paid to students' ability and willingness to plan their lessons, not only from the subject content side, but also from the interpersonal perspective. University tutors should be stimulated to explain their strategies for influencing the student teachers' concerns and intentions.

With respect to research we recommend to study the commuting arrangement in more detail and to investigate the tutors' and cooperating teachers' skills needed to deal with this model. With respect to the INTEB-model we recommend to investigate the pedagogy for using it in teacher education.

Literature:

- Créton, H.A., & Wubbels, Th. (1984). *Discipline problems of beginning teachers*. In Dutch: *Ordeproblemen bij beginnende leraren*. Utrecht: W.C.C.
- Kagan, D.M. (1992) Professional growth among preservice and beginning teachers. *Review of Educational Research*, 26 (2), p. 129-169.
- Korthagen, F.A.J. (1985). Reflective teaching and preservice teacher education in the Netherlands. In: *Teacher Education* 36 (5), p. 11-15.
- Korthagen, F.A.J., (1993). The role of reflection in teachers' professional development. In: Kremer-Hayon, L., Vonk H.C. & Fessler, R., *Teacher professional development: A Multiple Perspective Approach*. Amsterdam/Lisse: Swets & Zeitlinger, p. 133-145.
- Korthagen, F.A.J., Th.Wubbels (1995). Characteristics of reflective practitioners: towards an operationalization of the concept of reflection. *Teachers and teaching: theory and practice* 1, pp. 51 - 72.
- Korthagen, F.A.J., & Lagerwerf, B. (1995). Levels in learning. *Journal of Research in Science Teaching*, 32, (10), pp. 1011 - 1038.
- Levy, J., Créton, H., & Wubbels, Th. (1993). Perceptions of interpersonal teacher behavior. In: Wubbels, Th. & Levy, J. *Do you know what you look like?* London/Washington D.C.: The Falmer Press.
- Van der Valk, A.E. (1995). *Harmonising the school and the institutional parts of teacher education*. Paper to the 20th ATEE Conference, Oslo, sept. 1995.
- Wubbels, Th. (1992). Teacher Education and the Universities in The Netherlands. *European Journal of Teacher Education*, 15, (3), p. 157 - 172.
- Wubbels, T., & Levy, J. (1993). *Do you know what you look like? Interpersonal Relationships in Education*. London/Washington D.C., The Falmer Press.
- Zeichner, K.M. (1981). Reflective teacher and field-based experience in teacher education. *Interchange* 12, (4), p. 1-22.